

**EFFECTIVENESS EVALUATION  
PROGRAMS AND SUPPORT SERVICES  
FOR DROPOUT AND DROPOUT PREVENTION  
INCLUDING STUDENTS AT-RISK**

Fifty-seven school districts participated in helping to devise and revise this evaluation strategy.

This evaluation form has two distinct parts. Part 1 for Dropout Prevention Activities including students at-risk and Part 2 for Separate Schools for Dropouts. Part 1 could be completed by districts implementing Dropout Prevention Activities including those activities serving both potential dropouts (including students at-risk) and returning dropouts. Part 2 could be completed by districts operating separate schools for returning dropouts. Districts operating both (Dropout Prevention Activities and Separate Schools) could complete both parts. Schools with multiple programs/schools can compile one comprehensive evaluation or separate evaluations for each program/school. Comprehensive evaluations should break out data indicating progress experienced in different programs/services identified within Part 1 and 2.

**PART 1  
DROPOUT PREVENTION ACTIVITIES  
INCLUDING STUDENTS AT-RISK**

**SECTION I (PROGRAMS)**

School: \_\_\_\_\_

Date: \_\_\_\_\_

Completed By: \_\_\_\_\_

Title: \_\_\_\_\_

1. Were all the objectives as stated in your original plan for dropout prevention carried out? **Check appropriate response.**

**OBJECTIVES FOR:**

	YES	NO
a. Personal and Social Development	<input type="checkbox"/>	<input type="checkbox"/>
b. Career and Technical Development	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
d. Academic Program	<input type="checkbox"/>	<input type="checkbox"/>

Identify problems encountered: \_\_\_\_\_

2. Were all the support services as stated in the original plan for dropout prevention implemented?

	YES	NO
a. Orientation	<input type="checkbox"/>	<input type="checkbox"/>
b. Vocational Assessment	<input type="checkbox"/>	<input type="checkbox"/>
c. Counseling	<input type="checkbox"/>	<input type="checkbox"/>
d. Work Placement	<input type="checkbox"/>	<input type="checkbox"/>
e. Follow Up	<input type="checkbox"/>	<input type="checkbox"/>
f. Remedial, Tutorial or Supplemental Instruction	<input type="checkbox"/>	<input type="checkbox"/>
g. Transportation	<input type="checkbox"/>	<input type="checkbox"/>
h. Family Services	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations for improvement

(a) Objectives (Problems encountered): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Support Services (Recommendations for improvement): \_\_\_\_\_

3. Were Personal Education Plans developed for each returning dropout and potential dropout?

YES NO

☐☐

Problems encountered (additional space on back of form): \_\_\_\_\_

4. Were evaluation procedures carried out?

YES NO

a. Monitoring of Progress of Planned Activity

☐☐

b. Monitoring of Student Impact:

☐☐

Affective

☐☐

Cognitive

☐☐

Problems encountered (additional space on back of form): \_\_\_\_\_

5. Was professional development in dropout prevention provided for all district staff?

YES NO

(Includes all district employees)

☐☐

6. Was a local advisory committee formed and utilized?

YES NO

☐☐

(a) Problems encountered with training for all staff or Advisory Council (additional space on back of form):

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(b) Identify specific examples of professional development provided and accomplishments of Advisory Committee

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**PART 1**  
**SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)**

1. Number of **returning dropouts** served in dropout prevention program during school year:  
Total \_\_\_\_\_ (K-5 or like age level \_\_\_\_\_ Grades 6-8 or like age level \_\_\_\_\_  
Grades 9-12 or like age level \_\_\_\_\_)
2. Number of **dropouts not served** in program but needing services:  
Total \_\_\_\_\_ (K-5 or like age level \_\_\_\_\_ Grades 6-8 or like age level \_\_\_\_\_ Grades  
9-12 or like age level \_\_\_\_\_)  
**Note: the total dropout population ages 16 to 21 for the district should be considered in reporting  
for 1 and 2 above.**
3. Number of **at-risk/potential dropouts** served in dropout prevention program during school year  
Total \_\_\_\_\_ (K-5 or like age level \_\_\_\_\_ Grades 6-8 or like age level \_\_\_\_\_ Grades  
9-12 or like age level \_\_\_\_\_)
4. Number of **at-risk/potential dropouts not served** in program but needing services:  
Total \_\_\_\_\_ (K-5 or like age level \_\_\_\_\_ Grades 6-8 or like age level \_\_\_\_\_ Grades  
9-12 or like age level \_\_\_\_\_)
5. Amount of dollars spent on dropout prevention: (Including increased allowable growth and local  
funds.) \$ \_\_\_\_\_.
6. Actual cost per pupil in dropout prevention program for school year: \$ \_\_\_\_\_.  
**(Total cost of Dropout Prevention Program ÷ Number of students served = Per Pupil Cost)**
7. Dropout Rate: Give annual percentage rate now compared to 2 years ago. Determine this by dividing  
dropouts by total number of students from the same grade levels.

**(Example: Total dropouts grades 9-12 ÷ Total students grades 9-12.)**

\_\_\_\_\_ % Dropout Rate Now      \_\_\_\_\_ % Dropout Rate 2 Years Ago

8. Post-Secondary Training: Give percentage of students served via this program that have graduated  
with a plan to go on to post-secondary training... \_\_\_\_\_ % (Example: Number with post-secondary  
plan divided by total number graduated via this program.)

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9. Attendance

Elementary	Middle	High	Based on target group only (those in prevention program):
_____ %	_____ %	_____ %	Percent of students of the total initial target group needing to improve attendance
_____ %	_____ %	_____ %	Percent of students of the total initial target group <b><u>not</u></b> needing to improve attendance
_____ %	_____ %	_____ %	Percent of students needing to improve attendance, who demonstrated improved attendance

10. Academic achievement of those involved in the dropout prevention program at the elementary (K-5), middle (6-8), and high school (9-12) level—Achievement can be indicated by providing performance information on any one or combination of the following: number of credits earned, objectives achieved, grades, grade point average (GPA), or formal achievement tests.

### Achievement of Students in the Dropout Prevention Program

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement			Percentage of Students Showing Maintenance			Percentage of Students Showing Improvement		
(See Definitions Below)	Elem.	Middle	High	Elem.	Middle	High	Elem.	Middle	High
Number of Credits Earned									
Objectives Achieved									
Grades									
Grade Point Average									
Formal Achievement Tests									
Other									

**Number of Credits Earned:** Programs that monitor academic student progress by credits earned could indicate progress by assessing percentages of students who are: (1) Participating but not earning credits (Needing Improvement); (2) Earning credits (Showing Maintenance); (3) Earning credits at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

**Objectives Achieved:** Programs that monitor academic student progress by objectives accomplished or achieved could indicate progress by assessing percentages of students who are: (1) Participating but not accomplishing their objectives (Needs Improvement); (2) Accomplishing their objectives (Showing Maintenance); (3) Accomplishing their objectives at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

**Grades:** Students are normally given grades for reporting progress to parents or guardians and to the students. Grades usually fall into two categories: traditional grading of **A**, **B**, **C**, **D**, or **F** based on a mathematical calculation of one sort or another; or, **P**=Pass, **F**=Fail, **S**=Satisfactory, **U**=Unsatisfactory, or **N**=Needs Improvement. Regardless of the system you use, you are expected to be able to identify the percentage of students that: (1) Grades are declining/getting worse (needs improvement); (2) Grades are being maintained/no change (showing maintenance); (3) Grades are getting better/positive change (showing improvement).

**Grade Point Averages (GPA):** GPA is the mathematical averaging of points applied to letter grades and assigned to indicate/report student progress. The scale used determines the points assigned. A five-point scale can result in 5 points assigned to the letter “**A**” (top grade) and 1 point to the letter “**F**” (lowest grade). You could report the percentage of students with: (1) Negative gains (Needing Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement).

**Formal Achievement Tests:** Tests that are normed on a national sample and published for use in the general monitoring of students’ progress. Scores are normally reported by functional grade levels and percentiles. You could report the percentage of students with (1) Negative gains (Needs Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement — at .1 or better).

**NOTES: Portfolios:** While portfolio assessment includes student work samples, it should include information that will provide for the reporting of student achievement through one of the techniques identified above.

**General Comment:** Student assessment should largely be based on individual performance versus comparisons to other students in the same classroom or school.

11. Personal/Social Development--Identify improvements or maintenance of personal/social behavior of target groups at the elementary (K-5), middle (6-8) and high school (9-12) level. You may choose to complete the evaluation in one of four ways:
- a) Establishing a composite rating for students utilizing all staff involved in the prevention program;
  - b) Indicating a rating based on one or several staff rating different behaviors;
  - c) Establishing a composite rating as completed by students; or,
  - d) Establishing a composite of staff and students.

Check the system you used to develop your ratings:

	<u>Elem.</u>	<u>Middle</u>	<u>High</u>
a) Staff Composite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) One Staff/Several Staff Rating Different Behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student Composite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Staff and Student Composite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



12. Career development of students enrolled in dropout prevention program/activities (Elementary school — Grade 12): Complete only those columns that apply.

Career development is the process of developing awareness of career areas and self (K-6); exploring careers and self through classroom and community-based activities (middle school — high school); and, preparing for careers through courses, preparatory programs, and actual experiences (high school 9-12). Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.

Career Development			
Percentage of Students That Have Completed Activities			Career Development Activities
Elementary	Middle	High	
_____ %	_____ %	_____ %	Awareness of careers
_____ %	_____ %	_____ %	Interest inventories or other activities to determine interests in career areas
_____ %	_____ %	_____ %	Self awareness activities to determine personal abilities/strengths
_____ %	_____ %	_____ %	Activities to improve work habits and behaviors (Includes volunteerism projects, work experience and exploration, classroom chores, etc.)
_____ %	_____ %	_____ %	Activities to establish goals/priorities/plans (Includes resume writing, financial planning, health plans, post-secondary career plans, personal improvement, etc.)
_____ %	_____ %	_____ %	Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)
_____ %	_____ %	_____ %	Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance
_____ %	_____ %	_____ %	Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation



13. Improved potential for productivity upon leaving school — Identify accomplishments that will contribute to productive post-school activity **for those graduating or leaving via choice**. It can be completed by staff or by students who are about to graduate or leave by choice. (See Appendix B for staff and student-based instruments.) Indicate which process was used to get the composite percentages by checking the appropriate blank:

Students Responses ☐

Staff Responses ☐

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	Demonstrated Accomplishments That Will Lead to Productive Post-School Activity
_____ %	Identified a career interest
_____ %	Developed a career plan for post high school training including how to finance the training, housing, meals and other necessary basic needs
_____ %	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance
_____ %	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature
_____ %	Developed a personal resume and job seeking skills profile for job searching and interviewing
_____ %	Completed a minimum of one community volunteerism project designed to help others
_____ %	Identified social/recreation and other organizations and associations in the community or other communities and established contacts for future membership possibilities
_____ %	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community
_____ %	Established a personal plan of health, physical fitness, and recreation for self-fulfillment

14. Identify recommendations for improving **local capability** for implementing separate schools, programs, and support services for returning dropouts and potential dropouts. (Consider state and area person power via your LEA, roles, and responsibilities for AEAs and Area Colleges, economics, present policies of your LEA and state/federal standards.)

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15. Recommendations for improving local school support: \_\_\_\_\_

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16. Identify significant impacts on students (community support, parent testimonials, special students, etc.). Attach formal studies and public relations materials (newspaper articles, radio spots, television programs, follow-up studies, etc.).

Comments on Success Stories (in addition to attachments): \_\_\_\_\_

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## PART 2

(FOR SEPARATE ALTERNATIVE SCHOOLS ONLY)

### SECTION I (PROGRAMS)

1. Were all the objectives as stated in your original plan for returning dropouts carried out? **Check appropriate response.**

**OBJECTIVES FOR:**

	YES	NO
a. Personal and Social Development	<input type="checkbox"/>	<input type="checkbox"/>
b. Career and Vocational Development	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff Development	<input type="checkbox"/>	<input type="checkbox"/>
d. Academic Program	<input type="checkbox"/>	<input type="checkbox"/>

Identify problems encountered (additional space on back of form): \_\_\_\_\_

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2. Were all the support services as stated in the original plan for returning dropouts implemented?

	YES	NO
a. Orientation	<input type="checkbox"/>	<input type="checkbox"/>
b. Vocational Assessment	<input type="checkbox"/>	<input type="checkbox"/>
c. Counseling	<input type="checkbox"/>	<input type="checkbox"/>
d. Work Placement	<input type="checkbox"/>	<input type="checkbox"/>
e. Follow Up	<input type="checkbox"/>	<input type="checkbox"/>
f. Remedial, Tutorial or Supplemental Instruction	<input type="checkbox"/>	<input type="checkbox"/>
g. Transportation	<input type="checkbox"/>	<input type="checkbox"/>
h. Family Services	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations for improvement (additional space on back of form): \_\_\_\_\_

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3. Were Personal Education Plans developed for each returning dropout?
- |                          |                          |
|--------------------------|--------------------------|
| YES                      | NO                       |
| <input type="checkbox"/> | <input type="checkbox"/> |

Problems encountered (additional space on back of form): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- |    |  |                          |                          |
|----|--|--------------------------|--------------------------|
| 4. | Were evaluation procedures carried out?    | YES                      | NO                       |
| a. | Monitoring of Progress of Planned Activity | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | Monitoring of Student Impact:              | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | Affective                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | Cognitive                                  | <input type="checkbox"/> | <input type="checkbox"/> |

Problems encountered \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- |    |  |                          |                          |
|----|--|--------------------------|--------------------------|
| 5. | Was professional development in dropout prevention provided for all district staff?<br>(Includes all district employees) | YES                      | NO                       |
|    |  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Was a Local Advisory Council formed and utilized?  | YES                      | NO                       |
|    |  | <input type="checkbox"/> | <input type="checkbox"/> |

(a) Examples of staff development and accomplishments of Advisory Council:

\_\_\_\_\_

\_\_\_\_\_

(b) Problems encountered with professional development or Advisory Council :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PART 2

(FOR SEPARATE ALTERNATIVE SCHOOLS)

### SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)

1. Number of **returning dropouts** served in dropout program during school year: \_\_\_\_\_

2. Number of **dropouts not served** in program but needing services:  
K-5 or like age level \_\_\_\_\_ Grades 6-8 or like age level \_\_\_\_\_  
Grades 9-12 or like age level \_\_\_\_\_  
Total \_\_\_\_\_

**Note: the total dropout population ages 16 to 21 for the district should be considered in reporting for 1 and 2 above.**

3. Amount of dollars spent on separate school and returning dropouts: (Including increased allowable growth and local funds) \$ \_\_\_\_\_

4. Actual cost per pupil in separate school for school year: \$ \_\_\_\_\_

Total cost of Separate School ÷ Number of students served = Per Pupil Cost  
\$ \_\_\_\_\_

5. Indicate number of teachers and students in the alternative school and the ratio:

\_\_\_\_\_ No. Teachers = \_\_\_\_\_ No. Pupils = \_\_\_\_\_ Ratio

6. Identify impacts of separate school:

\_\_\_\_\_ % Percentage of total district dropouts served by separate school (reflect an actual percentage for the past school year of students who dropped out of the regular high school and returned to the separate school).

\_\_\_\_\_ % Percentage of total district dropouts served via education programs (other than the separate school) within or outside the community. (Reflect an actual percentage for the past school year of students who dropped out of the regular high school and returned to the separate school.)

\_\_\_\_\_ % Dropout rate of separate school (reflect an actual percentage for the past school year). This is determined by taking the total separate school enrollment for the school year divided into the number who leave before graduating and do not transition back into the traditional/regular school.

\_\_\_\_\_ % Percentage of separate school graduates who go on for post-school training in community colleges or other institutions of higher learning. This is determined by taking the total separate school graduates over the past year divided into those graduates who enrolled in post-secondary schools.

\_\_\_\_\_ % Average daily attendance of separate school (reflect average over the past year).

7. Academic achievement of those involved in the separate school — Achievement can be indicated by providing performance information on any one or combination of the following: number of credits

earned, objectives achieved, grades, grade point average (GPA), or formal achievement tests. (Definitions provided below and in Appendix E.)

### Achievement of Students in the Separate School

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement			Percentage of Students Showing Maintenance			Percentage of Students Showing Improvement		
(See Definitions Below)	Elem.	Middle	High	Elem.	Middle	High	Elem.	Middle	High
Number of Credits Earned									
Objectives Achieved									
Grades									
Grade Point Average									
Formal Achievement Tests									
Other									

**Number of Credits Earned:** Programs that monitor academic student progress by credits earned could indicate progress by assessing percentages of students who are: (1) Participating but not earning credits (Needing Improvement); (2) Earning credits (Showing Maintenance); (3) Earning credits at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

**Objectives Achieved:** Programs that monitor academic student progress by objectives accomplished or achieved could indicate progress by assessing percentages of students who are: (1) Participating but not accomplishing their objectives (Needs Improvement); (2) Accomplishing their objectives (Showing Maintenance); (3) Accomplishing their objectives at an accelerated rate compared to past performance or above the average rate of the student body (Showing Improvement).

**Grades:** Students are normally given grades for reporting progress to parents or guardians and to the students. Grades usually fall into two categories: traditional grading of **A**, **B**, **C**, **D**, or **F** based on a mathematical calculation of one sort or another; or, **P**=Pass, **F**=Fail, **S**=Satisfactory, **U**=Unsatisfactory, or **N**=Needs Improvement. Regardless of the system you use, you could identify the percentage of students that: (1) Grades are declining/getting worse (needs improvement); (2) Grades are being maintained/ no change (showing maintenance); (3) Grades are getting better/positive change (showing improvement).

**Grade Point Averages (GPA):** GPA is the mathematical averaging of points applied to letter grades and assigned to indicate/report student progress. The scale used determines the points assigned. A five-point scale can result in 5 points assigned to the letter “**A**” (top grade) and 1 point to the letter “**F**” (lowest grade). You are expected to report the percentage of students with: (1) Negative gains (Needing Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement).

**Formal Achievement Tests:** Tests that are normed on a national sample and published for use in the general monitoring of students’ progress. Scores are normally reported by functional grade levels and percentiles. You are expected to report the percentage of students with (1) Negative gains (Needs Improvement); (2) Maintenance — no positive gains and no negative gains (Showing Maintenance); (3) Positive gains (Showing Improvement — at .1 or better).

**NOTES:** **Portfolios:** While portfolio assessment basically includes student work samples, it could include information that will provide for the reporting of student achievement through one of the techniques identified above.  
**General Comment:** Student assessment should largely be based on individual performance versus comparisons to other students in the same classroom or school.

8. Personal/Social Development — Identify improvements or maintenance of personal/social behavior of target group. You may choose to complete the evaluation in one of four ways: a) Establishing a composite rating for students utilizing all staff involved in the separate school; b) Indicating a rating based on one or several staff rating different behaviors; c) Establishing a composite rating as completed by students; or, d) Establishing a composite of staff and students. (See Appendix B for examples of student and staff-based instruments.)

Check the system you used to develop your ratings:

	<u>Elem.</u>	<u>Middle</u>	<u>High</u>
a) Staff Composite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) One Staff/Several Staff Rating Different Behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student Composite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Staff and Student Composite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Should Total 100% of Target Group									
Productive Personal/ Social Behaviors	Percent of Students Displaying Adequate Behaviors At Outset of Program			Percent of Students Needing Improvement At Outset of Program			Percent of Students Displaying Marked Improvement in School Year		
	Elem.	Middle	High	Elem.	Middle	High	Elem.	Middle	High
Listening Skills									
Following Directions									
Responding to Criticism Positively									
Completion of Assigned Tasks									
Showing Initiative/ Volunteering									
Asking for Help									
Cooperating/Getting Along									
Personal Hygiene/ Cleanliness									
Accepting Limits/Rules									
Goal Setting									
Decision Making									
Being Patient/Waiting									
Working for Quality Performance									

9. Career development of students enrolled in separate school:

Career development is the process of developing awareness of career areas and self; exploring careers and self through classroom and community-based activities; and, preparing for careers through courses, preparatory programs, and actual experiences. Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.



Career Development			
Percentage of Students That Have Completed Activities			Career Development Activities
Grade Equivalent Students K-5	Grade Equivalent Students 6-8	Grade Equivalent Students 9-12	
_____ %	_____ %	_____ %	Awareness of careers
_____ %	_____ %	_____ %	Interest inventories or other activities to determine interests in career areas
_____ %	_____ %	_____ %	Self awareness activities to determine personal abilities/strengths
_____ %	_____ %	_____ %	Activities to improve work habits and behaviors (Includes volunteerism projects, work experience and exploration, classroom chores, etc.)
_____ %	_____ %	_____ %	Activities to establish goals/priorities/plans (Includes resume writing, financial planning, health plans, post-secondary career plans, personal improvement, etc.)
_____ %	_____ %	_____ %	Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)
_____ %	_____ %	_____ %	Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance
_____ %	_____ %	_____ %	Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation

10. Improved potential for productivity upon leaving school — Identify accomplishments that will contribute to productive post-school activity **for those graduating or leaving via choice**. It can be completed by staff or by students who are about to graduate. Indicate which process was used to get the composite percentages by checking the appropriate blank:

Students Responses ☐

Staff Responses ☐

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	Demonstrated Accomplishments That Will Lead to Productive Post-School Activity
_____ %	Identified a career interest
_____ %	Developed a career plan for post high school training including how to finance the training, housing, meals and other necessary basic needs
_____ %	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance
_____ %	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature
_____ %	Developed a personal resume and job seeking skills profile for job searching and interviewing
_____ %	Completed a minimum of one community volunteerism project designed to help others
_____ %	Identified social/recreation and other organizations and associations in the community and established contacts for future membership possibilities
_____ %	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community
_____ %	Established a personal plan of health, physical fitness, and recreation for self fulfillment

11. Identify significant impacts on students (community support, parent testimonials, special students, etc.). Attach formal studies and public relations materials (newspaper articles, radio spots, television programs, follow-up studies, etc.).

Comments on Success Stories (in addition to attachments): \_\_\_\_\_

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## **APPENDIX B:**

### **Staff and Student Evaluation Instruments for Personal/Social and Career Development**

The examples contained in Appendix B are contributions primarily from the Cedar Rapids, Mason City, and Council Bluffs School Districts.

#### **Personal and Social Development Student Questionnaire**

<b>Productive/Personal Social Behavior</b>	<b>Check behaviors you need to improve</b>	<b>Check behaviors you do not need to improve</b>	<b>Check behaviors you feel you made significant growth in this year</b>
Listening Skills			
Following Directions			
Responding to Criticism Positively			
Completion of Assigned Tasks			
Showing Initiative			
Participation			
Asking for Help			
Cooperation/ Getting Along			
Personal Hygiene			
Accepting Limits			
Goal Setting			
Decision Making			
Being Patient/Waiting			
Working for quality Performance			

### Student Productive Personal Social Behavior Rating Scale

**Student Name:** \_\_\_\_\_  
**Please Judge Your**  
**Date:** \_\_\_\_\_  
**Advisee On These**  
**Personal/Social**  
**Behaviors.**  
**Advisor:** \_\_\_\_\_

<b>Social Behaviors</b>	<b>Adequate Behavior</b>	<b>Needs Improvement</b>	<b>Displayed Marked Improvement</b>
Listening Skills			
Following Directions			
Responding Well to Criticism			
Completion of Assigned Tasks			
Initiative/Sharing/Volunteering			
Asking for Help			
Cooperative/Getting Along			
Personal Appearance/Cleanliness			
Accepting Limits/Routines/Roles			
Goal Setting			
Problem Solving			
Being Patient/Waiting			
Working for Quality Performance			

**Student's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Career Education Teacher/Counselor:** \_\_\_\_\_

**Please Check the Accomplishments of the Above Named Student**

Yes	No	Identified a Career Interest
Yes	No	Developed a career plan for post high school training and how to finance training, housing, and meals.
Yes	No	Identified community services (at minimum, mental health, employment services, family planning, health care, human services, civil rights, and legal assistance) and established contacts or advocates for future communication and assistance.
Yes	No	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature.
Yes	No	Developed a personal resume and job seeking skills profile for job searching and interviewing.
Yes	No	Completed a minimum of one community volunteerism project designed to help others.
Yes	No	Identified social, recreation, and other organizations and associations in the community and established contacts for future membership possibilities.
Yes	No	Established a personal program of financial planning (checking, savings, and investments) through a local bank and/or other financial institutions in the community.
Yes	No	Established a personal plan of health, physical fitness, and recreation for self-fulfillment.

**LIFE SKILLS**  
**PRODUCTIVE PERSONAL AND SOCIAL BEHAVIORS**  
**STUDENT QUESTIONNAIRE**

**Name:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Productive/Personal Social Behaviors</b>	<b>Check behaviors you already do very well</b>	<b>Check behaviors you already do adequately</b>	<b>Check behaviors you need to improve</b>	<b>Check behaviors you feel you made significant growth in this year</b>
Listening Skills				
Following Directions				
Responding Well to Criticism				
Completion of Assigned Tasks				
Initiative/Sharing/ Volunteering				
Participation				
Asking for Help				
Cooperation/ Getting Along				
Appearance/ Personal Cleanliness				
Accepting Limits				
Goal Setting				
Problem Solving/ Decision Making				
Being Patient/ Waiting				
Working for Quality Performance				